

# EAFa Pledge Application Form

Fields marked with \* are mandatory.

The European Alliance for Apprenticeships (EAFa) is a multi-stakeholder initiative to strengthen the supply, quality, image and mobility of apprenticeships.

\* Would you like to:

- Join the European Alliance for Apprenticeships and make a pledge to contribute to the EAFa objectives
- Subscribe to the EAFa newsletter and receive information on EAFa activities

Existing EAFa members are invited to renew their pledge using this new pledge form by selecting the first option and filling in the form. The process of renewing an existing pledge allows EAFa members to update the content of their pledge (including the contact details), select relevant actions and related KPIs under each main EAFa objectives and accept the new privacy note allowing EAFa and the Apprenticeship Support Services to continue involving EAFa members in the Alliance's activities.

If your organisation has already applied or renewed your pledge through this online form, you can change the information included in your application by clicking [here](#) and inserting your contribution ID (You can ask the contribution ID to the person that registered your organisation through this online form, or contact us via email at [EAFamembers@ecorys.com](mailto:EAFamembers@ecorys.com)). Once you modify the desired fields, click submit and your application is updated.

By clicking 'Save as Draft' on the right-end side of this webpage, you can save your contribution as a draft at any point and continue later. If you wish to download the full questionnaire in PDF version, you can also do so through the right-hand side of the screen under 'Background Documents'.

## [Join the Alliance and submit your pledge](#)

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The Council Recommendation on a [European Framework for Quality and Effective Apprenticeships \(EFQEA\)](#) adopted on 15 March 2018 describes apprenticeships as “formal vocational education and training schemes” whereby learning alternates between learning in school and training in the workplace, leading to the acquisition of a formal qualification. Quality apprenticeships are paid and regulated by a work contract between the apprentice and the employer. You can learn more about apprenticeships [here](#).

By joining the Alliance, pledgers commit to strengthening one or more of the main EAFa objectives, promoting apprenticeships, and upholding the 14 EFQEA criteria for quality and effective apprenticeships.

The originator of the pledge is solely responsible for implementing the actions outlined and commits to report on the implementation of the commitments at least once per year. The pledge and reported results will be published on the EAfA webpage, and may be used for communication purposes.

Pledges are accepted from EU countries, EFTA countries and EU candidate and partner countries.

The pledges should demonstrate concrete commitment and actions that will strengthen apprenticeships when it comes to one or more of the following aspects:

1. Increasing their supply
2. Improving their quality
3. Improving their image
4. Enhancing mobility of apprentices
5. Supporting the twin green/digital transition

## Information on your organisation

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\* Is your organisation already a registered member of the European Alliance for Apprenticeships?

- Yes (individually or in a joint pledge)  
 No  
 I don't know / I am not sure

\* Please indicate below the registration number of your pledge: (*You can find your registration number in the invitation email you received to renew your pledge, or contact us via email at [EAfAmembers@ecorys.com](mailto:EAfAmembers@ecorys.com)*)

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\* Is your pledge submitted:

- Individually  
 Jointly with other organisation(s)

\* Your company / organisation name:

Enel

\* What type of stakeholder does your organisation represent?

- Large employer (more than 250 employees)  
 Micro, small or medium employer (up to 249 employees)  
 Public authority (local, regional or national)  
 Private or public employment services  
 Trade union (social partner)  
 Employer's organisation (social partner)  
 Chamber of commerce, trade and crafts  
 Sectoral organisation  
 Training provider

Representative of an industrial cluster (member of a groups of specialised enterprises, often SMEs, and other related supporting actors in a location that cooperate closely)

- Research institution
- Non-governmental or civil society organisation
- Other

\* At what level is your organisation active?

- International
- European
- National
- Regional
- Local

\* Is your organisation a representative or umbrella organisations (i.e., an association of institutions that formally work together)?

- Yes
- No

\* In which country is the head-quarter of your organisation?

Italy

\* Please select the country(ies) your organisation operates in:

- Albania
- Austria
- Belgium
- Bosnia and Herzegovina
- Bulgaria
- Croatia
- Cyprus
- Czechia
- Denmark
- Estonia
- Finland
- France
- Georgia
- Germany
- Greece
- Hungary
- Iceland
- Ireland
- Israel
- Italy
- Latvia
- Liechtenstein
- Lithuania
  
- Luxembourg
- Malta
- Moldova
- Montenegro
- Netherlands
- North Macedonia
- Norway
- Poland
- Portugal
- Romania
- Serbia
- Slovak Republic
- Slovenia
- Spain
- Sweden
- Switzerland
- Türkiye
- Ukraine
- Other

If your organisation/partnership operates in selected European regions, please indicate here the relevant region(s):

Albania - Jug  
Albania - Qender  
Albania - Veri  
Austria - Ostösterreich  
Austria - Südösterreich  
Austria - Westösterreich  
Belgium - Région de Bruxelles-Capitale/Brussels Hoofdstedelijk Gewest  
Belgium - Région wallonne  
Belgium - Vlaams Gewest  
Bosnia and Herzegovina - Bosanska Krajina  
Bosnia and Herzegovina - Bosanska Posavina  
Bosnia and Herzegovina - East Herzegovina  
Bosnia and Herzegovina - Podrinje  
Bosnia and Herzegovina - Semberija  
Bosnia and Herzegovina - Srednja Bosna  
Bosnia and Herzegovina - Tropolje  
Bosnia and Herzegovina - West Herzegovina  
Bulgaria - Severen tsentralen  
Bulgaria - Severoiztochen  
Bulgaria - Severozapaden  
Bulgaria - Yugoiztochen  
Bulgaria - Yugozapaden  
Bulgaria - Yuzhen tsentralen  
Croatia - Grad Zagreb  
Croatia - Jadranska Hrvatska  
Croatia - Panonska Hrvatska  
Croatia - Sjeverna Hrvatska  
Cyprus - Famagusta  
Cyprus - Kyrenia  
Cyprus - Larnaca  
Cyprus - Limassol  
Cyprus - Nicosia  
Cyprus - Paphos  
Czechia - Jihovýchod  
Czechia - Jihozápad  
Czechia - Moravskoslezsko  
Czechia - Praha  
Czechia - Severovýchod  
Czechia - Severozápad  
Czechia - Střední Čechy  
Czechia - Střední Morava  
Denmark - Hovedstaden  
Denmark - Midtjylland  
Denmark - Nordjylland  
Denmark - Sjælland  
Denmark - Syddanmark  
Estonia - Kesk-Eesti

Estonia - Keski-Eesti

Estonia - Kirde-Eesti

Estonia - Lääne-Eesti

Estonia - Lõuna-Eesti

Estonia - Põhja-Eesti

Finland - Åland

Finland - Etelä-Suomi

Finland - Helsinki-Uusimaa

Finland - Länsi-Suomi

Finland - Pohjois- ja Itä-Suomi

France - Auvergne-Rhône-Alpes

France - Bourgogne-Franche-Comté

France - Bretagne

France - Centre — Val de Loire

France - Corse

France - Grand Est

France - Hauts-de-France

France - Ile-de-France

France - Normandie

France - Nouvelle-Aquitaine

France - Occitanie

France - Pays de la Loire

France - Provence-Alpes-Côte d'Azur

France - RUP FR — Régions Ultrapériphériques Françaises

Georgia - Abkhazia

Georgia - Adjara

Georgia - Guria

Georgia - Imereti

Georgia - Kakheti

Georgia - Kvemo Kartli

Georgia - Mtskheta-Mtianeti

Georgia - Racha-Lechkhumi and Kvemo Svaneti

Georgia - Samegrelo-Zemo Svaneti

Georgia - Samtskhe-Javakheti

Georgia - Shida Kartli

Germany - Baden-Württemberg

Germany - Bayern

Germany - Berlin

Germany - Brandenburg

Germany - Bremen

Germany - Hamburg

Germany - Hessen

Germany - Mecklenburg-Vorpommern

Germany - Niedersachsen

Germany - Nordrhein-Westfalen

Germany - Rheinland-Pfalz

Germany - Saarland

Germany - Sachsen

Germany - Sachsen

Germany - Sachsen-Anhalt

Germany - Schleswig-Holstein

Germany - Thüringen

Greece - Anatoliki Makedonia, Thraki

Greece - Attiki

Greece - Dytiki Elláda

Greece - Dytiki Makedonia

Greece - Ionia Nisia

Greece - Ipeiros

Greece - Kentriki Makedonia

Greece - Kriti

Greece - Notio Aigaio

Greece - Peloponnisos

Greece - Sterea Elláda

Greece - Thessalia

Greece - Voreio Aigaio

Hungary - Budapest

Hungary - Dél-Alföld

Hungary - Dél-Dunántúl

Hungary - Észak-Alföld

Hungary - Észak-Magyarország

Hungary - Közép-Dunántúl

Hungary - Nyugat-Dunántúl

Hungary - Pest

Iceland - Höfuðborgarsvæði

Iceland - Landsbyggð

Ireland - Eastern and Midland

Ireland - Northern and Western

Ireland - Southern

Israel - Central District

Israel - Haifa District

Israel - Jerusalem District

Israel - Northern District

Israel - Southern District

Israel - Tel Aviv District

Italy - Abruzzo

Italy - Basilicata

Italy - Calabria

Italy - Campania

Italy - Emilia-Romagna

Italy - Friuli-Venezia Giulia

Italy - Lazio

Italy - Liguria

Italy - Lombardia

Italy - Marche

Italy - Molise

Italy - Piemonte

Italy - Piemonte

Italy - Provincia Autonoma di Bolzano/Bozen

Italy - Provincia Autonoma di Trento

Italy - Puglia

Italy - Sardegna

Italy - Sicilia

Italy - Toscana

Italy - Umbria

Italy - Valle d'Aosta/Vallée d'Aoste

Italy - Veneto

Latvia - Kurzeme

Latvia - Latgale

Latvia - Pierīga

Latvia - Rīga

Latvia - Vidzeme

Latvia - Zemgale

Liechtenstein - Liechtenstein

Lithuania - Alytaus apskritis

Lithuania - Kauno apskritis

Lithuania - Klaipėdos apskritis

Lithuania - Marijampolės apskritis

Lithuania - Panevėžio apskritis

Lithuania - Šiaulių apskritis

Lithuania - Tauragės apskritis

Lithuania - Vilniaus apskritis

Luxembourg - Luxembourg

Malta - Gozo and Comino

Moldova - Anenii Noi

Moldova - Basarabeasca

Moldova - Briceni

Moldova - Cahul

Moldova - Călărași

Moldova - Cantemir

Moldova - Căușeni

Moldova - Cimișlia

Moldova - Criuleni

Moldova - Dondușeni

Moldova - Drochia

Moldova - Dubăsari

Moldova - Edineț

Moldova - Fălești

Moldova - Florești

Moldova - Gagauzia

Moldova - Glodeni

Moldova - Hîncești

Moldova - Ialoveni

Moldova - Leova

Moldova - Nisporeni



Moldova - Nisporeni

Moldova - Ocnîța

Moldova - Orhei

Moldova - Rezina

Moldova - Rîșcani

Moldova - Sîngerei

Moldova - Șoldănești

Moldova - Soroca

Moldova - Ștefan Vodă

Moldova - Strășeni

Moldova - Taraclia

Moldova - Telenești

Moldova - Transnistria

Moldova - Ungheni

Montenegro - Crna Gora

Netherlands - Drenthe

Netherlands - Flevoland

Netherlands - Friesland (NL)

Netherlands - Gelderland

Netherlands - Groningen

Netherlands - Limburg (NL)

Netherlands - Noord-Brabant

Netherlands - Noord-Holland

Netherlands - Overijssel

Netherlands - Utrecht

Netherlands - Zeeland

Netherlands - Zuid-Holland

North Macedonia - North Macedonia

Norway - Agder

Norway - Innlandet

Norway - Jan Mayen

Norway - Møre og Romsdal

Norway - Nordland

Norway - Oslo

Norway - Rogaland

Norway - Svalbard

Norway - Troms og Finnmark

Norway - Trøndelag

Norway - Vestfold og Telemark

Norway - Vestland

Norway - Viken

Poland - Makroregion centralny

Poland - Makroregion północno-zachodni

Poland - Makroregion północny

Poland - Makroregion południowo-zachodni

Poland - Makroregion południowy

Poland - Makroregion województwo mazowieckie

Poland - Makroregion wschodni

Portugal - makroregion wschodni

Portugal - Alentejo  
Portugal - Algarve  
Portugal - Área Metropolitana de Lisboa  
Portugal - Centro (PT)  
Portugal - Norte  
Portugal - Região Autónoma da Madeira  
Portugal - Região Autónoma dos Açores  
Romania - București-Ilfov  
Romania - Centru  
Romania - Nord-Est  
Romania - Nord-Vest  
Romania - Sud-Est  
Romania - Sud-Muntenia  
Romania - Sud-Vest Oltenia  
Romania - Vest  
Serbia - Autonomous Province of Vojvodina  
Serbia - City of Belgrade  
Serbia - Region Južne i Istočne Srbije  
Serbia - Region Šumadije i Zapadne Srbije  
Slovakia - Banskobystrický kraj  
Slovakia - Bratislavský kraj  
Slovakia - Košický kraj  
Slovakia - Nitriansky kraj  
Slovakia - Prešovský kraj  
Slovakia - Trenčiansky kraj  
Slovakia - Trnavský kraj  
Slovakia - Žilinský kraj  
Slovenia - Vzhodna Slovenija  
Slovenia - Zahodna Slovenija  
Spain - Andalucía  
Spain - Aragón  
Spain - Canarias  
Spain - Cantabria  
Spain - Castilla y León  
Spain - Castilla-La Mancha  
Spain - Cataluña  
Spain - Ciudad de Ceuta  
Spain - Ciudad de Melilla  
Spain - Comunidad de Madrid  
Spain - Comunidad Foral de Navarra  
Spain - Comunitat Valenciana  
Spain - Extremadura  
Spain - Galicia  
Spain - Illes Balears  
Spain - La Rioja  
Spain - País Vasco  
Spain - Principado de Asturias

Spain - Principado de Asturias

Spain - Región de Murcia

Sweden - Region Blekinge

Sweden - Region Dalarna

Sweden - Region Gävleborg

Sweden - Region Gotland

Sweden - Region Halland

Sweden - Region Jämtland Härjedalen

Sweden - Region Jönköpings län

Sweden - Region Kalmar län

Sweden - Region Kronoberg

Sweden - Region Örebro län

Sweden - Region Östergötland

Sweden - Region Skåne

Sweden - Region Sörmland

Sweden - Region Stockholm

Sweden - Region Uppsala

Sweden - Region Värmland

Sweden - Region Västerbotten Region Norrbotten

Sweden - Region Västernorrland

Sweden - Region Västmanland

Sweden - Västra Götalandsregionen

Switzerland - Espace Mittelland

Switzerland - Nordwestschweiz

Switzerland - Ostschweiz

Switzerland - Région lémanique

Switzerland - Ticino

Switzerland - Zentralschweiz

Switzerland - Zürich

Türkiye - Adana, Mersin

Türkiye - Ağrı, Kars, Iğdır, Ardahan

Türkiye - Ankara

Türkiye - Antalya, Isparta, Burdur

Türkiye - Aydın, Denizli, Muğla

Türkiye - Balıkesir, Çanakkale

Türkiye - Bursa, Eskişehir, Bilecik

Türkiye - Erzurum, Erzincan, Bayburt

Türkiye - Gaziantep, Adıyaman, Kilis

Türkiye - Hatay, Kahramanmaraş, Osmaniye

Türkiye - İstanbul

Türkiye - İzmir

Türkiye - Kastamonu, Çankırı, Sinop

Türkiye - Kayseri, Sivas, Yozgat

Türkiye - Kırıkkale, Aksaray, Niğde, Nevşehir, Kırşehir

Türkiye - Kocaeli, Sakarya, Düzce, Bolu, Yalova

Türkiye - Konya, Karaman

Türkiye - Malatya, Elazığ, Bingöl, Tunceli

Türkiye - Manisa, Afyonkarahisar, Kütahya, Uşak

Türkiye - Malıısa, Alıyolıkaralıısa, Kutalıya, Uőan

Türkiye - Mardin, Batman, Őırnak, Siirt

Türkiye - Samsun, Tokat, Őorum, Amasya

Türkiye - Őanlıurfa, Diyarbakır

Türkiye - Tekirdađ, Edirne, Kırklareli

Türkiye - Trabzon, Ordu, Giresun, Rize, Artvin, Gümüőhane

Türkiye - Van, Muő, Bitlis, Hakkari

Türkiye - Zonguldak, Karabük, Bartın

Ukraine - Autonomous Republic of Crimea

Ukraine - Cherkasy

Ukraine - Chernihiv

Ukraine - Chernivtsi

Ukraine - Dnipropetrovsk

Ukraine - Donetsk

Ukraine - Ivano-Frankivsk

Ukraine - Kharkiv

Ukraine - Kherson

Ukraine - Khmelnytskyi

Ukraine - Kiev

Ukraine - Kirovohrad

Ukraine - Luhansk

Ukraine - Lviv

Ukraine - Mykolaiv

Ukraine - Odessa

Ukraine - Poltava

Ukraine - Rivne

\* Please indicate the sector(s) your organisation operates in:

- Aerospace and Defence
- Agri-Food
- Construction
- Creative and Cultural Industries
- Digital
- Education and Training
- Energy-Intensive Industries
- Health
- Microelectronics
- Mobility-Transport (includes automotive, shipbuilding)
- Proximity and Social Economy
- Renewable Energy Tourism
- Retail
- Textiles
- Tourism
- Other
- N/A

Does your organisation provide apprenticeship opportunities?

- Yes
- Not yet
- I don't know / I am not sure

How many apprenticeships does your organisation implement on average per year?

1040

\* Website of your organisation / company:

*(Please indicate the webpage listing the apprenticeships opportunities you offer or the apprenticeships' related activities you are conducting)*

www.enel.com

Logo of your organisation / company:

**afbd4883-f4a2-460c-97f3-b44c9ecfa07f/logo\_enel.jpg**

Is your organisation part of any of the following networks at EU, national or international level?

- Pact for Skills
- Digital Skills and Jobs Coalition
- Global Apprenticeship Network
- Other

\* Please give a short description of your company / organisation: *(The description should explain what your organisation is and what it is doing/planning to do in terms of apprenticeships related activities in Europe)*

*1000 character(s) maximum*

Enel is one of the leading global operators in the electricity sector and renewable energy generation. Its services range from domestic consumption and home automation solutions to public and private e-mobility. Enel currently operates in 30 countries in 5 continents, with a net total capacity of 90,7 GW and networks covering 2 million km. Enel brings sustainable and reliable energy to over 75 million users around the world. As a global leader in the energy sector, it is driving the energy transition from fossil fuels to renewable energy sources. Enel is committed to apprenticeships as one of the main forms of young people's entry into their organisation and has started dual apprenticeship programmes dedicated to upper secondary school students. Since 2021, Enel has launched dual apprenticeship programmes for higher academic qualifications, such as Bachelor's or Master's degrees.

\* Please tell us in a few words why do you think apprenticeships are important *(EAfA might use this answer for communication purposes and it might be published on the EAfA website):*

*150 character(s) maximum*

Apprenticeships develop professional profiles with the skills and knowledge to address the energy transition in a just and sustainable way.

## Contact information

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Please provide the following information for the main contact person of your pledge.

\* Title of contact person:

- Mr.
- Mrs.
- Mx.
- Dr.
- Prof.
- 

\* Name:

Giulia

\* Surname:

Polti

\* Email:

giulia.polti@enel.com

Role in the organisation:

Labour Law and Collective Agreement Regulation Expert

We invite you to subscribe additional contacts from your organisation to the EAfA newsletter through this same [form](#) so that they can stay up to date with EAfA updates and events.

## Your pledge

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\* Please indicate the name of your pledge. It could be the name of your company, of a programme or project you plan to put in place, or simply a name that you feel well represents your pledge:

*50 character(s) maximum*

Enel

\* What is your motivation for joining the EAfA?

*500 character(s) maximum*

Enel has been a member of EAfA since 2016, and participating in this alliance fosters the mutual exchange of knowledge, skills, methodologies, research and innovation. It has also promoted and strengthened the role of its apprenticeships in combating youth unemployment.

- \* What are the benefits you expect from your organisation's participation in the EAfA?\*

500 character(s) maximum

Participation in the EAfA has enriched Enel's network through contact with companies, educational and training institutions, and associations. Enel has participated in the latest editions of the VET skills week, taking the opportunity to meet and interact with the different organisations committed to increasing VET skills. Continuing its EAfA membership will allow Enel to share knowledge and best practices, as well as cooperate with training institutions and employers.

- \* Please indicate the starting year of your pledge:

2016

- \* You are applying:

- On your own (as one organisation)  
 In partnership with one or more organisations

## Your objectives

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In the following section(s), you will be asked to provide information on the key activities and related key performance indicators (KPIs) and target groups for each EAfA objective your pledge will contribute to. You will also be able to describe your action in more detail in a free text box and include activities that may not be already listed.

The objectives selected will affect the information you are shown in the following sections. Deselecting these options may cause you to lose information provided in the following questions.

The following [document](#) contains the full list of actions, related KPIs, and target groups, which you may use as guidance.

- \* Please select the EAfA objective(s) that your pledge will contribute to: (select all that apply)

- Increase the **supply** of apprenticeships  
 Improve the **quality** of apprenticeships  
 Enhance the **image** of apprenticeships  
 Promote European **mobility** of apprentices  
 Support the twin **green/digital** transition  
 I am not sure and would like to receive further assistance from the Support Services

## Joining the European Alliance for Apprenticeships

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Please confirm your understanding of the EAfA principles – by ticking all 3 boxes. By ticking the boxes, you:

- Agree with the understanding of apprenticeships[i], as set out in the European Framework for Quality and Effective Apprenticeships (EFQEA) and to contribute to the implementation of this Framework.
- For the supply of apprenticeships, commit as relevant to apply the learning and working conditions set out in the European Framework for Quality and Effective Apprenticeships (EFQEA).[ii]
- Commit to the extent possible to provide updates on activities related to this pledge, in the yearly survey on EAfA pledges.

*[i] Apprenticeships are understood as formal vocational education and training schemes that*

- a) combine learning in education or training institutions with substantial work-based learning in companies and other workplaces,*
- b) lead to nationally recognised qualifications,*
- c) are based on an agreement defining the rights and obligations of the apprentice, the employer and, where appropriate, the vocational education and training institution, and*
- d) with the apprentice being paid or otherwise compensated for the work based component.*

*[ii] Council Recommendation of 15 March 2018 on a European Framework for Quality and Effective Apprenticeships (2018/C 153/01).*

## Quality

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Please select the type of action you would like to undertake to improve the quality of apprenticeships, together with the most relevant key performance indicator for your action, indicating the yearly goal of your chosen KPI, and the target group(s) of this action. You may select between one and five actions:

	Action	KPI (Number of...)	KPI target	Target group(s)
1	<p>* <input type="text" value="Ensure the dual status of apprentices"/></p>	<p>* <input type="text" value="Apprentices' dual status recognised (Y/N)"/></p>	<p>* <input type="text" value="15"/></p>	<p>* <input type="checkbox"/> Apprentices  <input type="checkbox"/> Students  <input type="checkbox"/> Families  <input type="checkbox"/> Graduates  <input type="checkbox"/> Schools  <input type="checkbox"/> Universities  <input type="checkbox"/> Training providers  <input type="checkbox"/> Employers  <input type="checkbox"/> SMEs  <input type="checkbox"/> Large companies  <input type="checkbox"/> Public authorities  <input type="checkbox"/> Trainers and mentors  <input type="checkbox"/> Women  <input type="checkbox"/> Socio-economically disadvantaged groups  <input type="checkbox"/> Migrants and refugees  <input type="checkbox"/> NEETs</p>
	<p><input type="radio"/></p>	<p><input type="radio"/> Apprentices from target groups  <input type="radio"/> Trainers/mentors being trained</p>		

2

- Widen the inclusivity of apprenticeships
- Upgrade the training skills of trainers/mentors
- Ensure that learners acquire a qualific./certification
- Develop and improve apprenticeship curricula
- Ensure the dual status of apprentices
- Implement an apprentices' progress review process
- Monitor companies implementing apprenticeships
- Provide appropriate mentoring to apprentices
- Other, please specify below

- Apprentices getting qualific./certification
- Courses leading to qualific./certification
- Curricula developed or improved
- Monitoring exercises carried out
- Apprentices accessing mentoring services
- Mentors / coaches / counsellors hired
- Apprentices' dual status recognised (Y/N)
- Progress review process in place (Y/N)
- Other

- Apprentices
- Students
- Families
- Graduates
- Schools
- Universities
- Training providers
- Employers
- SMEs
- Large companies
- Public authorities
- Trainers and mentors
- Women
- Socio-economically disadvantaged groups
- Migrants and refugees
- NEETs

- Widen the inclusivity of apprenticeships
- Upgrade the training skills of trainers/mentors
- Ensure that learners acquire a qualific./certification

- Apprentices from target groups
- Trainers/mentors being trained
- Apprentices getting qualific./certification
- Courses leading to qualific./certification

3

- Develop and improve apprenticeship curricula
- Ensure the dual status of apprentices
- Implement an apprentices' progress review process
- Monitor companies implementing apprenticeships
- Provide appropriate mentoring to apprentices
- Other, please specify below

- Curricula developed or improved
- Monitoring exercises carried out
- Apprentices accessing mentoring services
- Mentors / coaches / counsellors hired
- Apprentices' dual status recognised (Y/N)
- Progress review process in place (Y/N)
- Other

- Apprentices
- Students
- Families
- Graduates
- Schools
- Universities
- Training providers
- Employers
- SMEs
- Large companies
- Public authorities
- Trainers and mentors
- Women
- Socio-economically disadvantaged groups
- Migrants and refugees
- NEETs

- Widen the inclusivity of apprenticeships
- Upgrade the training skills of trainers/mentors
- Ensure that learners acquire a qualific./certification

- Apprentices from target groups
- Trainers/mentors being trained
- Apprentices getting qualific./certification
- Courses leading to qualific./certification

4

- Develop and improve apprenticeship curricula
- Ensure the dual status of apprentices
- Implement an apprentices' progress review process
- Monitor companies implementing apprenticeships
- Provide appropriate mentoring to apprentices
- Other, please specify below

- Curricula developed or improved
- Monitoring exercises carried out
- Apprentices accessing mentoring services
- Mentors / coaches / counsellors hired
- Apprentices' dual status recognised (Y/N)
- Progress review process in place (Y/N)
- Other

- Apprentices
- Students
- Families
- Graduates
- Schools
- Universities
- Training providers
- Employers
- SMEs
- Large companies
- Public authorities
- Trainers and mentors
- Women
- Socio-economically disadvantaged groups
- Migrants and refugees
- NEETs

- Widen the inclusivity of apprenticeships
- Upgrade the training skills of trainers/mentors
- Ensure that learners acquire a qualific./certification

- Apprentices from target groups
- Trainers/mentors being trained
- Apprentices getting qualific./certification
- Courses leading to qualific./certification

5

- Develop and improve apprenticeship curricula
- Ensure the dual status of apprentices
- Implement an apprentices' progress review process
- Monitor companies implementing apprenticeships
- Provide appropriate mentoring to apprentices
- Other, please specify below

- Curricula developed or improved
- Monitoring exercises carried out
- Apprentices accessing mentoring services
- Mentors / coaches / counsellors hired
- Apprentices' dual status recognised (Y/N)
- Progress review process in place (Y/N)
- Other

- Apprentices
- Students
- Families
- Graduates
- Schools
- Universities
- Training providers
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- SMEs
- Large companies
- Public authorities
- Trainers and mentors
- Women
- Socio-economically disadvantaged groups
- Migrants and refugees
- NEETs

\* Please describe the action(s) more in detail:

*250 character(s) maximum*

The following dual apprenticeship programs are set to be launched: the 3rd edition of the Roma Tre University Bachelor's degree in electronic engineering; and the 1st edition of the University of L'Aquila Master's degree in electrical engineering.

## Image

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Please select the type of action you would like to undertake to improve the image of apprenticeships, together with the most relevant key performance indicator for your action, indicating the yearly goal of your chosen KPI, and the target group(s) of this action. You may select between one and five actions:

	Action	KPI (Number of...)	KPI target	Target group(s)
1	<p>* Promote apprenticeship testimonials and best practices</p>	<p>* Material developed</p>	<p>* 4</p>	<p>*            Apprentices            Students            Families  <b>Graduates</b>            Schools  <b>Universities</b>  <b>Training providers</b>            Employers            SMEs  <b>Large companies</b>            Public authorities            Trainers and mentors            Women            Socio-economically disadvantaged groups            Migrants and refugees            NEETs</p>

2

- Develop social media campaigns and presence
- Organise/participate in awareness-raising activities
- Create and disseminate information material
- Promote apprenticeship testimonials and best practices
- Partner up with employers, schools, public authorities, etc.
- Other, please specify below

- People reached
- Media posts developed
  - Participants
  - Activities organised
  - Activities participated in
  - Material developed
  - Active 'role models'
  - Partnerships developed
  - Other

- Apprentices
- Students
- Families
- Graduates
- Schools
- Universities
- Training providers
- Employers
- SMEs
- Large companies
- Public authorities
- Trainers and mentors
- Women
- Socio-economically disadvantaged groups
- Migrants and refugees
- NEETs

- Develop social media campaigns and presence
- Organise/participate in awareness-raising activities

- People reached
- Media posts developed
- Participants



3

- Create and disseminate information material
- Promote apprenticeship testimonials and best practices
- Partner up with employers, schools, public authorities, etc.
- Other, please specify below

- Activities organised
- Activities participated in
- Material developed
- Active 'role models'
- Partnerships developed
- Other

- Apprentices
- Students
- Families
- Graduates
- Schools
- Universities
- Training providers
- Employers
- SMEs
- Large companies
- Public authorities
- Trainers and mentors
- Women
- Socio-economically disadvantaged groups
- Migrants and refugees
- NEETs

- Develop social media campaigns and presence
- Organise/participate in awareness-raising activities

- People reached
- Media posts developed
- Participants

4

- Create and disseminate information material
- Promote apprenticeship testimonials and best practices
- Partner up with employers, schools, public authorities, etc.
- Other, please specify below

- Activities organised
- Activities participated in
- Material developed
- Active 'role models'
- Partnerships developed
- Other

- Apprentices
- Students
- Families
- Graduates
- Schools
- Universities
- Training providers
- Employers
- SMEs
- Large companies
- Public authorities
- Trainers and mentors
- Women
- Socio-economically disadvantaged groups
- Migrants and refugees
- NEETs

- Develop social media campaigns and presence
- Organise/participate in awareness-raising activities

- People reached
- Media posts developed
- Participants

5

- Create and disseminate information material
- Promote apprenticeship testimonials and best practices
- Partner up with employers, schools, public authorities, etc.
- Other, please specify below

- Activities organised
- Activities participated in
- Material developed
- Active 'role models'
- Partnerships developed
- Other

- Apprentices
- Students
- Families
- Graduates
- Schools
- Universities
- Training providers
- Employers
- SMEs
- Large companies
- Public authorities
- Trainers and mentors
- Women
- Socio-economically disadvantaged groups
- Migrants and refugees
- NEETs

\* Please describe the action(s) more in detail:

*250 character(s) maximum*

Enel will continue to spread awareness of the dual apprenticeship model by participating in events and sharing best practices and experiences.

## Green and Digital

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\* Please indicate if your action(s) will focus on:

- Digital transition
- Green transition
- Both green and digital transition

**Digital:**

Please select the most relevant key performance indicator for the action you would like to undertake to support apprentices in gaining the skills required to master the digital transition, indicating the yearly goal of your chosen KPI, and the target group(s) of this action. You may select between one and two actions:

	Action	KPI (Number of...)	KPI target	Target group(s)
1	Develop robust digital competences in apprenticeships	* Schemes dedicated to the acquisition of digital skills	* 30	* Apprentices Students Families Graduates Schools Universities Training providers Employers SMEs Large companies Public authorities Trainers and mentors Women Socio-economically disadvantaged groups Migrants and refugees NEETs

2

Develop robust digital competences in apprenticeships

- Schemes dedicated to the acquisition of digital skills
- Apprentices obtaining relevant digital skills certifications

- Apprentices
- Students
- Families
- Graduates
- Schools
- Universities
- Training providers
- Employers
- SMEs
- Large companies
- Public authorities
- Trainers and mentors
- Women
- Socio-economically disadvantaged groups
- Migrants and refugees
- NEETs

\* Please describe the action(s) focusing on the digital transition more in detail:

*250 character(s) maximum*

The training contents of apprenticeships are constantly reviewed to bring it up to date with the skills required by the energy transition and technological and digital evolution of work.

**Green:**

Please select the most relevant key performance indicator for the action you would like to undertake to support apprentices in gaining the skills required to master the green transition, indicating the yearly goal of your chosen KPI, and the target group(s) of this action. You may select between one and two actions:

	Action	KPI (Number of...)	KPI target	Target group(s)
1	Develop robust green competences in apprenticeships	<p>*</p> <input data-bbox="902 715 1525 775" type="text" value="Schemes dedicated to the acquisition of green skills"/>	<p>*</p> <input data-bbox="1616 715 2050 775" type="text" value="30"/>	<p>*</p> <div data-bbox="2079 368 2584 1129" style="border: 1px solid gray; padding: 5px;"> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Apprentices</li> <li><input type="checkbox"/> Students</li> <li><input type="checkbox"/> Families</li> <li><input type="checkbox"/> Graduates</li> <li><input type="checkbox"/> Schools</li> <li><input type="checkbox"/> Universities</li> <li><input type="checkbox"/> Training providers</li> <li><input type="checkbox"/> Employers</li> <li><input type="checkbox"/> SMEs</li> <li><input type="checkbox"/> Large companies</li> <li><input type="checkbox"/> Public authorities</li> <li><input type="checkbox"/> Trainers and mentors</li> <li><input type="checkbox"/> Women</li> <li><input type="checkbox"/> Socio-economically disadvantaged groups</li> <li><input type="checkbox"/> Migrants and refugees</li> <li><input type="checkbox"/> NEETs</li> </ul> </div>



2

Develop robust green competences in apprenticeships

- Schemes dedicated to the acquisition of green skills
- Apprentices obtaining relevant green skills certifications

- Apprentices
- Students
- Families
- Graduates
- Schools
- Universities
- Training providers
- Employers
- SMEs
- Large companies
- Public authorities
- Trainers and mentors
- Women
- Socio-economically disadvantaged groups
- Migrants and refugees
- NEETs

\* Please describe the action(s) focusing on the green transition more in detail:

*250 character(s) maximum*

The academic paths of apprentices in the higher dual apprenticeship programme is enriched with skills related to the energy transition and a green and sustainable approach to the environment.

## Active participation

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EAfA is supporting its members to work together in thematic communities. If you would like to join or lead an existing or new community, please select below the topics/areas you would be interested in:

- Green and digital transitions
- Learning mobility of apprentices
- Social inclusion and gender equality
- Role of Cities and Regions in Fostering Apprenticeship
- Other, please specify below:

Please provide more information about your proposed topic and indicate whether you would be available to lead this community:

*500 character(s) maximum*

## Privacy and consent

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By checking this box, I confirm that I want to register for this service and I give my consent to the European Commission to process my personal data for the purpose described in the privacy statement (including subscription to the newsletter, organisation of events, networking and management of membership related to EAfA).

[Privacy Statement EAfA.docx](#)

## Background Documents

[List of actions, KPIs and target groups](#)

[Pledge Form Questionnaire](#)

## Contact

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